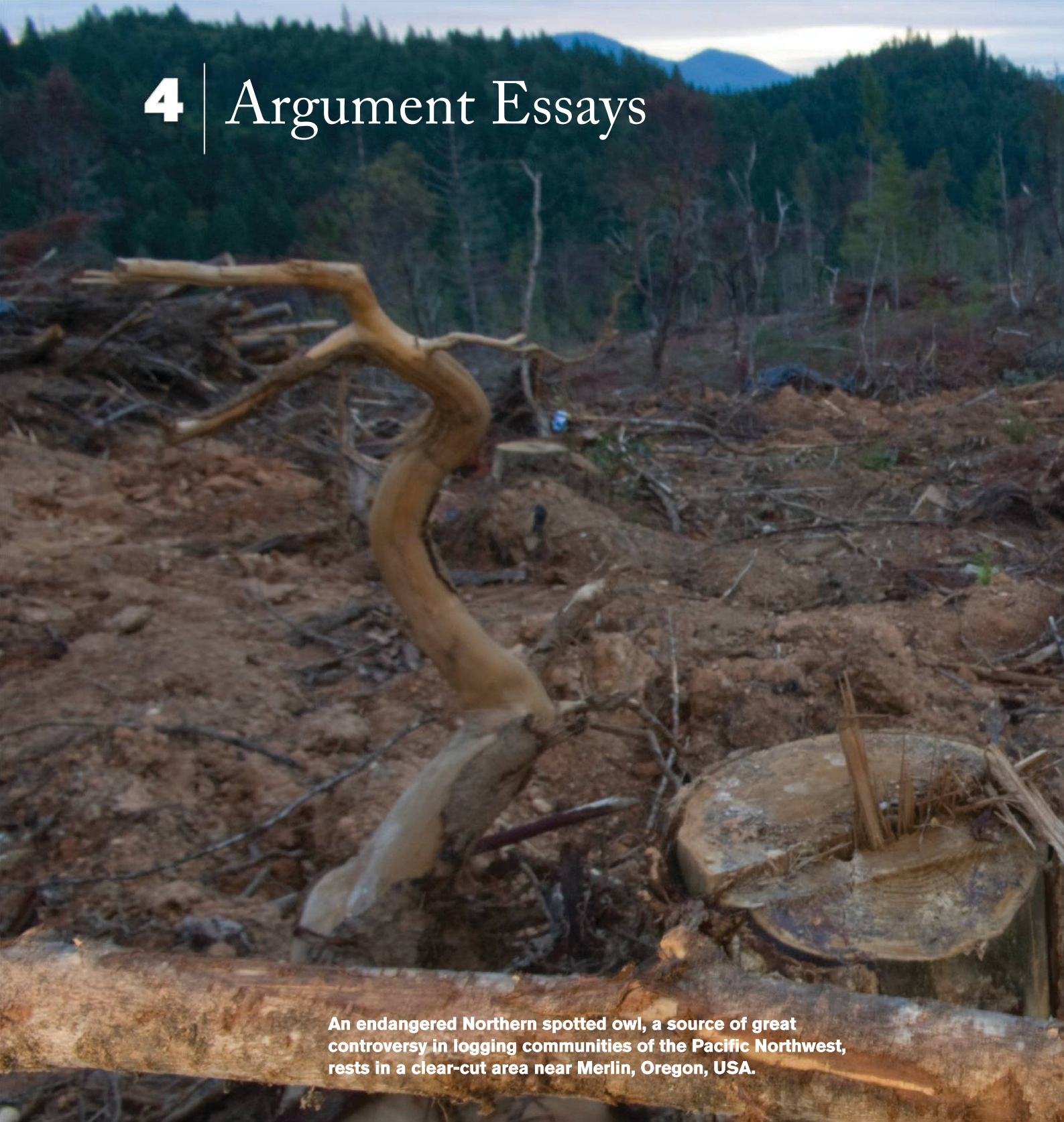


4 | Argument Essays



An endangered Northern spotted owl, a source of great controversy in logging communities of the Pacific Northwest, rests in a clear-cut area near Merlin, Oregon, USA.

OBJECTIVES

- Write an argument essay
- Control tone with modals
- Avoid faulty logic
- Use *if* clauses correctly in sentences



FREWRITE

Look at the photo and read the caption. What are your ideas about nature conservation? What is more important: nature or industry, such as logging? Write your ideas on a separate piece of paper.

ELEMENTS OF GREAT WRITING

What Is an Argument Essay?

In an **argument essay**, sometimes referred to as a **persuasive essay**, the writer's purpose is to persuade the audience to agree with his or her ideas about a controversial topic. In a sociology class, for example, you might write an essay arguing that female military personnel can be as effective as male military personnel in combat missions. In a history class, your essay might try to convince readers that World War I could have been avoided if certain steps had been taken. In an argument essay, the writer states the claim or belief, gives reasons to support it, and tries to convince the reader that he or she is correct.

Arguing Pro or Con

Choosing a topic that is appropriate for an argument essay is especially important because some things cannot be argued. For example, you cannot argue that Mexican food is *better* than Indian food because this is a personal opinion that cannot be supported by facts. However, you can argue that Mexican food is *more popular* than Indian food in the United States and support the argument with facts about the number of Mexican restaurants. Similarly, you cannot argue against the statement that jazz music was created by African Americans. It is a statement of fact; therefore, you cannot write an argument essay using this as your thesis statement.

Here are a few topics and suitable thesis statements for an argument essay:

- Driving Drivers should not be able to perform certain activities while driving, such as eating, talking on a phone, or putting on makeup.
- Standardized testing Standardized testing should not be required as part of the application process for universities.
- Fast-food restaurants Fast-food restaurants ought to list the calorie counts for all items on their menus.

You can argue either for (**pro**) or against (**con**) these statements. If your topic does not have two viewpoints, your essay will not be effective.

Convincing the Reader

Your job as the writer of an argument essay is to convince your readers that the idea you are presenting (your thesis statement) is the most valid viewpoint. To do this, your essay needs to be based on logic, not emotion, and it must include an opposing viewpoint, or **counterargument**. Even though you are arguing one side of an issue (either for or against it), you must think about what someone on the other side of the issue would argue. As soon as you give your opponent's point of view, you must offer a **refutation** of it. This means that you refute the other point of view, or show how it is wrong.

ACTIVITY 1 | Analyzing an argument essay

Discuss the questions. Then read the argument essay and answer the questions that follow.

1. Did you wear a uniform when you went to school?
2. Some people believe that children are too materialistic, or concerned with money and possessions, these days. For example, they may be too interested in wearing brand-name clothes and shoes, such as Gucci or Nike. What is your opinion?

WORDS TO KNOW Essay 4.1

associated with: (adj) connected to; related to

implement: (v) to apply; put into practice

incident: (n) an occurrence, happening

merit: (n) value; worth

on the surface: (phr) examined superficially

opponent: (n) someone who disagrees with a person or idea

punishment: (n) a penalty for doing something wrong

unity: (n) a connection among individuals; harmony

wealth: (n) a large amount of money or property; fortune

ESSAY 4.1

The School Uniform Question

1 Individualism is a fundamental part of society in the United States. Most people believe in the right to express themselves without fear of **punishment**. This value, however, is at odds with a recent trend. In the 2013–2014 school year, one in five U.S. public schools required students to wear uniforms, up from one in eight a decade earlier. Should we honor individualism above all else and allow public school students to make decisions about clothing, or should all students be required to wear a uniform? School uniforms are the better choice for three reasons.

2 First, wearing school uniforms would help make students' lives simpler. They would no longer have to decide what to wear every morning, sometimes trying on outfit after outfit in an effort to choose. The time saved from not having to search for a "cool" outfit early in the morning would be significant. Students could spend more time having a proper breakfast or reviewing class notes before going to school rather than staring at a closet full of clothes. Wearing uniforms instead of street clothes would not only save time, but also eliminate the stress often **associated with** this chore.

3 Second, school uniforms influence students to act responsibly in groups and as individuals. Uniforms give students the message that school is a special place for learning. In addition, uniforms create a feeling of **unity** among students. For example, when students do something as a group, such as attend meetings in the auditorium or eat lunch in the cafeteria, the fact that they all wear the same uniform gives them a sense of community. This sense of unity may also reduce the number of negative **incidents** that occur in schools. Students who attend schools that require the wearing of school uniforms actually feel safer than students who do not attend these schools.

4 Finally, school uniforms would help make all students feel equal. Students' standards of living differ greatly from family to family. Some people are well off while others are not. People sometimes forget that school is a place to get an education, not to promote a "fashion show." **Implementing** mandatory school uniforms would make all students look the same regardless of their financial status. School uniforms would promote pride and help to raise the self-esteem of students who cannot afford to wear expensive clothing.

5 **Opponents** of mandatory uniforms say that students who wear school uniforms cannot express their individuality. **On the surface**, this point has some **merit**. However, as stated previously, school is a place to learn, not to show off **wealth** or style. Society must decide if individual expression through clothing is more valuable than encouraging students to focus on what is really important at school: their studies. It is important to remember that school uniforms are worn only during school hours. Students can use fashion to express their individuality outside of the classroom. They can also express their individuality in school in other ways, such as by the activities and clubs in which they choose to participate.

6 In conclusion, there are many well-documented benefits of implementing mandatory school uniforms for students, among them making students' lives simpler, encouraging them to act more responsibly, and making them all feel equal. Public schools should require uniforms in order to benefit both the students and society as a whole.



1. What is the main purpose of this essay? Begin with *The purpose is ...*

2. What is the thesis statement? _____

3. Paragraphs 2, 3, and 4 each give a reason for requiring school uniforms. These reasons can be found in the topic sentence of each paragraph. What are the reasons?

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

4. In Paragraph 4, what supporting information does the writer give to show that uniforms make students equal?

5. What is the counterargument to the thesis?

6. The writer gives a refutation of the counterargument by showing that it is invalid. What is the writer's refutation? _____

7. Write the sentence from the concluding paragraph that restates the thesis.

Developing an Argument Essay

ACTIVITY 2 | Outlining an argument essay

The following outline is missing a topic sentence and some supporting information. Work with a partner to complete the outline. Use your knowledge of the topic and understanding of essay organization. After you finish, compare your answers with other students' work.

Topic: Physical education in school

I. Introduction (Paragraph 1)

Thesis statement: Physical education classes should be required for all public school students in all grades.

II. Body

A. Paragraph 2 topic sentence: Physical education courses promote children's general health.

- SUPPORT**
1. Researchers have proved that exercise has maximum benefit if done regularly.
 2. _____
 3. Students should learn the importance of physical fitness at an early age.

B. Paragraph 3 topic sentence: Physical education teaches children transferable life skills.

- SUPPORT**
1. Kids learn about teamwork while playing team sports.
 2. Kids learn about the benefits of healthy competition.
 3. _____

C. Paragraph 4 topic sentence: _____

- SUPPORT**
1. Trained physical education teachers can teach more effectively than parents.
 2. Physical education teachers can point students toward new and interesting sports.
 3. Schools generally have the appropriate facilities and equipment.

D. Paragraph 5 (counterargument and refutation)

SUPPORT

1. Counterargument: Some parents might disagree and claim that only academic subjects should be taught in school.
2. Refutation: Then again, most parents do not have the time or the resources to make sure that their children are getting enough exercise.

III. Conclusion (Paragraph 6) (restated thesis):

ACTIVITY 3 | Writing supporting information

In this essay, the writer argues about the negative effects of social media use. Discuss the questions below. Then read the essay which includes an introduction, four topic sentences, and a conclusion. Develop each body paragraph with supporting information. You may write on a separate piece of paper.

1. Are you active on social media? Which sites do you use?
2. What are some of the advantages of being active on social media? Are there any disadvantages?

WORDS TO KNOW Essay 4.2

authentic: (adj) genuine; valid

everyday: (adj) ordinary and commonplace

inadequate: (adj) not good enough or not enough

intensify: (v) to increase, get stronger

isolation: (n) separation from others

unprecedented: (adj) never before experienced

worldwide: (adv) universally; internationally

ESSAY 4.2

Anti-Social Media?

1 How big of a role does social media play in **everyday** life? There are 2.8 billion active social media users **worldwide**, and that number keeps growing year after year. Those users may be updating their Facebook statuses, posting videos to YouTube, communicating via WhatsApp, tweeting on Twitter, or liking photos on Instagram. People today are sharing an **unprecedented** amount of information about their personal lives, but what are they really sharing? Just like the filters on Snapchat, social media allows people to present a 'reality' that is not in fact very real or **authentic**. Rather than bringing people together with all this supposed familiarity, social media can actually **intensify** feelings of **isolation**; as a result, its use should be monitored more closely.



Young women walk and talk together after school in Bangladesh. Cultivating relationships is critical in this age of social media.

2 Spending time on social media takes away time and energy that could be put toward cultivating real relationships.

3 Seeing only the best of other people’s lives can make social media users feel **inadequate** and depressed.

4 Personal health can be negatively impacted by spending too much time on social media.

5 Some people might argue that messaging on social media can eventually lead to face-to-face interactions. This can be dangerous however. In reality, no one really knows if the person is conveying his or her real character.

6 Heavy users of social media are often negatively affected by it, losing their sense of value as human beings and feeling separated from the community they hoped to be a part of. Self-monitoring of social media use is the first and most important step in curbing this trend of over-using social media. That, coupled with comprehensive education programs, can lessen the dangers of too much time on social media.

ACTIVITY 4 | Writing pro and con thesis statements

Read the following list of topics for argument essays. For each topic, write a pro thesis statement and a con thesis statement. Then compare your statements with your classmates' statements.

1. Topic: Women in the military

Pro thesis statement: In a society where women are chief executive officers of companies,
leaders of nations, and family breadwinners, there is no reason for them not to play an
active role in the military.

Con thesis statement: Women should not be allowed to fight in the military because they do
not have the physical strength or endurance required in combat.

2. Topic: Driver's license age restrictions

Pro thesis statement: _____

Con thesis statement: _____

3. Topic: Using animals in research

Pro thesis statement: _____

Con thesis statement: _____

4. Topic: Space exploration

Pro thesis statement: _____

Con thesis statement: _____

5. Topic: Buying paper or plastic tableware (cups, plates, forks)

Pro thesis statement: _____

Con thesis statement: _____

WRITER'S NOTE Focus on the Facts

Remember that an argument essay is NOT the same as an opinion essay. Argument essays focus on facts and evidence while opinion essays tend to be more personal. Because the tone of an argument essay is more formal, do NOT use "I" or "we" in this type of writing.



Using animals, such as these domestic rats, for research could lead to scientific breakthroughs.

Grammar: Controlling Tone with Modals

When you write an argument essay, you want to be aware of how your arguments sound. Are they too strong? Not strong enough? Certain words can help control the tone of an argument.

Modals can change the tone of a sentence. Modals such as *must*, *will*, and *had better* make a verb stronger. Other modals, such as *may*, *might*, *should*, *can*, *could*, and *would*, make a verb softer. Remember to use modals to strengthen or soften your verbs.

Asserting a Point

Strong modals, such as *must*, *will*, and *had better*, help writers to assert their main points. When you use these words, readers know where you stand on an issue.

The facts clearly show that researchers **must** stop unethical animal testing.

People who value their health **had better** stop smoking immediately.

Acknowledging an Opposing Point

Weaker modals, such as *may*, *might*, *should*, *can*, *could*, and *would*, help make an opposing opinion sound weak. You acknowledge an opposing point when you use *may*, for example, but this shows that the statement is not strong and can be easily refuted. In short, the use of *may* and *might* is crucial to constructing a proper counterargument and then refutation.

Here is an example from Activity 2. The modal within the counterargument is circled and the refutation is underlined:

Some parents **might** disagree and claim that only academic subjects should be taught in school. Then again, most parents do not have the time or the resources to make sure that their children are getting enough exercise.

Here are more examples:

While it **may** be true that people have eaten meat for a long time, the number one killer of Americans now is heart disease, caused in part by the consumption of animal fat.

Certainly, some citizens **could** be against mandatory military service, but those who do serve in the military often have a strong sense of pride and personal satisfaction.

ACTIVITY 5 | Choosing modals

Read the essay about entrepreneurship, and circle the correct modal in each set of parentheses. Then answer the questions that follow.

WORDS TO KNOW Essay 4.3

accessible: (adj) easily available

capacity: (n) natural ability

commitment: (n) a promise; loyalty to a person or cause

creation: (n) the beginning of something; invention

guaranteed: (adj) certain; covered by a promise

income: (n) money earned

innovation: (n) a new idea or method

prosperity: (n) wealth; success

remark: (n) a comment; statement

Becoming a Successful Entrepreneur

1 Ludwick Marishane is not famous. However, in May 2012 he stood on the TED stage and told his success story. Ludwick had heard a casual **remark** about some people living without access to clean water. At the time, he was just a high school student in a rural community in South Africa. The information he learned drove him to find a solution to the problems caused by a lack of clean water. His research led to the **creation** of a lotion called DryBath: a way of washing without water. Ludwick Marishane became a successful entrepreneur¹ even with his limited resources (Spector, Dina. “A High School Student Invented A Bath-Substituting Lotion That Could Save Millions Of People.” *Business Insider*, January 15, 2013, www.businessinsider.com/ludwick-marishane-drybath-2013-1). Is he an exception? Of course not. Regardless of what skeptics² ¹(**can / might**) say, the fact is that everyone has the **capacity** to build or create something new.

2 Most people have the creativity to come up with a new idea. It could be anything: a smartphone app, a concept to improve education, or an invention to help people in need. This creativity is the driving force needed to produce something and become a successful entrepreneur. Education levels do not matter in this case. From people with little education to those with advanced degrees, their hearts and minds ²(**might / must**) be filled with imagination in order to succeed. In fact, this essential element of imagination often thrives among people who have few resources. These people tend to look at things in a different way from those who have everything given to them. It ³(**may / should**) be easier to “think outside the box” when resources are not easily available. When there is a real need, the motivation to create and devise solutions is even stronger.

3 **Commitment**, not cash, is what leads to success. It is dedication that turns ideas into realities. Thomas Edison, the inventor of the light bulb, is the perfect example of someone who was committed to success. According to *Forbes* magazine, Edison tried over 1,000 times to invent a working light bulb. When he was asked how he felt about failing so many times, Edison responded, “I didn’t fail 1,000 times. The light bulb was an invention with 1,000 steps.” Even if resources are not easily **accessible**, a committed entrepreneur will find a way to pursue his or her ideas.

4 Some people say that opportunity only exists where there is wealth. **Prosperity**, they believe, is the key to successful entrepreneurship. They say that without proper funding, small businesses ⁴(**cannot / had better not**) succeed. However, as stated above, the success of entrepreneurs is definitely achievable without large sums of money. Opportunity can be found anywhere. In fact, some of the most successful **innovations** have come from individuals who do not have easy access to funds. Ludwick Marishane, who had a limited **income**,

became a successful entrepreneur. If the need for a product or business is there, success is practically **guaranteed**.

5 There are people who believe that entrepreneurial success is possible only for a select few. The data, however, shows a completely different reality. Like Ludwick Marishane, individuals from all over the world ⁵(can / might) tap into their natural creativity and commitment, and find opportunity around them. Potential entrepreneurs ⁶(could / should) show their capabilities and present their concepts to the world. Their success ⁷(must / will) make the world a better place.

¹entrepreneur: a person who creates his or her own business

²skeptic: someone who doubts that something is true



**Entrepreneur
Ludwick
Marishane in
Cape Town,
South Africa**

1. What is the thesis statement? _____

2. What are the three topic sentences in the body paragraphs that support this thesis?

3. Would you like to be an entrepreneur? Discuss with a partner.

Counterargument and Refutation

The key to persuading the reader that your viewpoint is valid is to support it in every paragraph. However, an argument essay is not complete without one **counterargument**. Think of the counterargument as the strongest idea that someone would give you to show you that your ideas are wrong. A solid argument essay shows that you have looked at all sides of an issue carefully.

Typically, the counterargument paragraph is placed after your main arguments. After you provide the counterargument, you must show why it is not valid. This is called a **refutation**. You are presenting your opponent's idea but are also including reasons why it is not valid.

Look at the following excerpts from two argument essays in this unit. The counterarguments are in *italics* and the refutations are underlined.

From Essay 4.1:

Opponents of mandatory uniforms say that students who wear school uniforms cannot express their individuality. On the surface, this point has some merit. However, as stated previously, school is a place to learn, not to show off wealth or style.

From Essay 4.2:

Some people might argue that messaging on social media can eventually lead to face-to-face interactions. This can be dangerous however. In reality, no one really knows if the person is conveying his or her real character.

Note that what begins as a counterargument ends up as another reason in support of the claim.

ACTIVITY 6 | Writing counterarguments

Read the arguments. Then write a counterargument for each.

1. Animals should not be kept in zoos. Counterargument:

Some animals would die out completely if they were not cared for in captivity.

2. Schools need to replace paper books with e-books. Counterargument:

The Guam kingfisher is extinct in the wild.



3. Everyone should learn how to drive. Counterargument:

4. The best way to learn a second language is to visit a foreign country. Counterargument:

5. People should become vegetarians because they are healthier than meat eaters.
Counterargument:

6. Reality TV shows should be banned because they are not educational. Counterargument:

ACTIVITY 7 | Writing refutations

Read the counterarguments. Then write a refutation for each. The contrasting connection word or phrase has been written for you.

1. Parents of extremely young beauty pageant contestants believe that these competitive contests help build their children's confidence.

However,

2. Many companies do not give their employees financial assistance to sign up for gym memberships or nutritional programs, stating that they are too expensive to manage.

Even though they may seem expensive,

3. Opponents of the fast-food ban in high schools insist that students should have the freedom to eat whatever they wish.

While this may be true,

4. Many science and math teachers continue to believe that boys are better in these subjects than girls.

In reality,

Avoiding Faulty Logic

As a writer, you want to convince readers to agree with your arguments. If they are not logical, you will not persuade your readers. Logic can prove your point and disprove your opponent's point, and perhaps change your readers' mind about an issue. If you use faulty logic (logic not based on fact), readers will not believe you or take your position seriously.

Here are logical errors that you should avoid when writing.

Events Related Only by Sequence

When one event happens, it does not necessarily cause a second event to happen, even if one follows the other in time.

Example: Henry went to the football game, and then he had a car accident. Therefore, football games cause car accidents.

Problem: The two events may have happened in that order, but do not mislead the reader into thinking that the first action was responsible for the second.

Appeal to Authority

Using famous names may often help you prove or disprove your point. However, be sure to use the name logically and in the proper context.

Example: If she wants to pass her engineering class, she needs to buy an Apple computer because NASA uses Macs.

Problem: While NASA is one of the most famous science and technology organizations, its use of Macs does not guarantee success in a college engineering class.

Sweeping Generalizations

Words such as *all*, *always*, and *never* are too broad and cannot be supported.

Example: Everyone is interested in improving the quality of education.

Problem: Really? Everyone? What about a 90-year-old woman who does not have enough money to pay for her medicine? Her immediate concerns are probably not on improving education.

Hasty Generalizations (Insufficient Statistics)

Hasty generalizations are just what they sound like—making quick judgments based on inadequate or not enough information.

Example: A woman is driving through a small town. She passes three cars, all of which are white pickup trucks. She then writes in her report describing the town that everyone in this town drives a white pickup truck.

Problem: The woman only saw three vehicles. The town actually has over 300 cars. The number of cars that she saw was too small for her to come to that conclusion.

Loaded Words

Some words contain positive or negative connotations. Try to avoid them. Your readers may think you are trying to appeal to them by using these emotionally packed words. You want to persuade the reader by using logical arguments, not emotional words.

Example: The blue-flag freedom fighters won the war against the green-flag guerrillas.

Problem: The terms *freedom fighters* (positive) and *guerrillas* (negative) may influence the readers' opinion about the two groups without any support for the bias.

Either/Or Arguments

When you argue a point, be careful not to limit the outcome choices to only two. In fact, there are often a multitude of choices.

Example: Higher education has become so expensive that universities must either offer more scholarships or significantly reduce tuition rates.

Problem: This statement implies that only two choices are available to the university.

ACTIVITY 8 | Avoiding faulty logic

Read the following paragraph. The underlined words represent faulty logic. Write the kind of faulty logic above each one.

PARAGRAPH 4.1

Penny Wise

Next week, our ¹fine upstanding citizens will go to the polls to vote for or against a penny sales tax for construction of a new stadium. This law, if passed, will cause hardship for local residents, according to Senator Johnson. Our taxes are high enough as it is, so why do our city's ²apathetic leaders think that we will run happily to the polls and vote "yes"? In addition, these construction projects ³are never completed on time and always come in over budget. ⁴If we take a look at what happened to our sister city as a result of a similar bill, we will see that this new tax will have negative effects. ⁵Last year, that city raised its sales tax by one percent. Only three weeks later, there were demonstrations in the street. If we want to keep our fair city as it is, ⁶we must either vote "no" on the ballot question or live in fear of violence.

Grammar: Using the *If* Clause

The *if* clause explains a condition that is necessary for a specific outcome. It is a type of adverb clause. (You will learn more about adverb clauses in Unit 5.) Study the following examples:

TIME	IF CLAUSE / SITUATION	OUTCOME
General	If it is too hot,	we turn on the air conditioning.
Future real	If it is too hot,	will we can turn on the air conditioning. may
Present/ Future unreal	If the restaurant opened at noon, (The restaurant does not open at noon.)	could we would eat lunch there. might
Past unreal	If the students had asked questions during the lecture, (They did not ask questions during the lecture.)	would have they might have understood the concepts better. could have

ACTIVITY 9 | Identifying and labeling *if* clauses

Each of the following sentences contains an *if* clause. Underline the verbs in both parts of the sentence. In the space provided, identify the *if* clause as either general (G), future real (FR), present/future unreal (PFU), or past unreal (PU).

- PFU 1. If the government passed the new law, the citizens would have more access to health care.
- _____ 2. If fast-food is the only option, then we eat fast-food.
- _____ 3. If we show commitment and creativity, we will become successful in whatever we do.
- _____ 4. If the storm had struck in the middle of the night, more people would have been injured.
- _____ 5. If schools adopt a 12-year fitness plan, the positive results will create an awareness of both physical fitness and communication skills.
- _____ 6. According to researchers, exercise has maximum benefit if it is done regularly.
- _____ 7. World War I could have been avoided if certain steps had been taken.
- _____ 8. We could take a break if the class started on time.

Citing Sources to Avoid Plagiarism

When writing argument essays, it is helpful to find facts, figures, or quotes to help support your ideas. With the ease of the Internet, however, writers sometimes forget to give credit to the person (or article or website) that the information came from. **Plagiarism**—whether done intentionally or unintentionally—is the act of taking others’ words without properly giving credit to the source. Plagiarism is considered a very serious offense in academia and should be avoided at all costs.

After you have decided that the information you have found in a source is appropriate to support your ideas, you need to insert it in your essay correctly. There are two choices:

1. **Quoting.** If the information is not too long, you can put it in quotation marks. It is a good idea to introduce the quote with a phrase, such as *According to (name of source)*, “(exact words from that source).” This way you not only acknowledge the source but also show that the information is taken word for word. Be careful, however, not to use too many quotations in any one paragraph. Remember, the reader is looking for *your* voice, not someone else’s.

Example:

According to The American Heart Association, “Each meal should contain at least 1 fruit or vegetable.”

2. **Paraphrasing.** Another method of avoiding plagiarism is to paraphrase your source’s information. That is, you put the information in your own words. You still need to explain where the information came from, but you do not need to use quotation marks.

Example:

According to the United States’ Office of Disease Prevention and Health Promotion (health.gov/dietaryguidelines), in order for a diet to be considered healthy, kids should eat at least two fruits and three vegetables every day.

Your instructor can help you if you are unsure of when, where, or exactly how to cite information. In addition, librarians and other school support services have information on methods of avoiding plagiarism. The key to using outside sources correctly is to be diligent in citing the source you use and to ask questions if you are unsure of how to complete this task. For more information, see *Citing Sources and Avoiding Plagiarism* in the *Writer’s Handbook*.

WRITER’S NOTE Documenting the Source of Information

Remember to always document where you found your outside information. A good way to start is to copy and paste all Web addresses of sites you visit while you are doing research. This will get you started on the path to correctly citing your sources.

BUILDING BETTER VOCABULARY

WORDS TO KNOW

accessible (adj) AW	guaranteed (adj) AW	intensify (v) AW	punishment (n) AW
associated with (adj)	implement (v) AW	isolation (n) AW	remark (n)
authentic (adj)	inadequate (adj) AW	merit (n)	unity (n) AW
capacity (n) AW	incident (n) AW	on the surface (phr)	unprecedented (adj) AW
commitment (n) AW	income (n) AW	opponent (n)	wealth (n)
creation (n) AW	innovation (n) AW	prosperity (n)	worldwide (adv)
everyday (adj)			

ACTIVITY 10 | Word associations

Circle the word or phrase that is more closely related to the bold word or phrase on the left.

1. associated with	connected to	worse than
2. capacity	to learn a language	to rain
3. commitment	dedication	disinterest
4. implement	begin using	stop using
5. inadequate	enough	lacking
6. incident	event	surprise
7. income	entrance	money
8. merit	problem	value
9. on the surface	difficult to see	easy to see
10. punishment	negative effect	positive effect

ACTIVITY 11 | Collocations

Fill in the blank with the word that most naturally completes the phrase.

accessible	authentic	everyday	unity	unprecedented
------------	-----------	----------	-------	---------------

1. a/an _____ occurrence
2. a period of _____ growth
3. a show of _____
4. a/an _____ document
5. easily _____

guaranteed	opponent	prosperity	remark	worldwide
------------	----------	------------	--------	-----------

6. gain _____ attention
7. a casual _____
8. satisfaction _____
9. a worthy _____
10. a period of peace and _____

ACTIVITY 12 | Word forms

Complete each sentence with the correct word form. Use the correct form of the verbs.

NOUN	VERB	ADJECTIVE	ADVERB	SENTENCES
authenticity	authenticate	authentic	authentically	1. Before buying the expensive purse, she wanted to make sure of its _____. 2. After intense examination, the Roman coins were found to be _____.
innovation	innovate	innovative		3. _____ in technology has changed the way we live our lives. 4. Young people have _____ ideas on how to improve their memory skills.
intensity	intensify	intensive	intensively	5. The wind _____ during the night. 6. International students often take _____ language courses before entering university.

NOUN	VERB	ADJECTIVE	ADVERB	SENTENCES
isolation	isolate	isolated		7. While stranded on the island, he lived in _____. 8. Children with low self-esteem often _____ themselves from their classmates.
wealth		wealthy		9. Only _____ people go to that restaurant because it is so expensive. 10. The accumulated _____ of the royal family is enormous.

ACTIVITY 13 | Vocabulary in writing

Choose five words from Words to Know. Write a complete sentence with each word.

1. _____
2. _____
3. _____
4. _____
5. _____

BUILDING BETTER SENTENCES

ACTIVITY 14 | Combining sentences

Combine the ideas into one sentence. You may change the word forms, but do not change or omit any ideas. There may be more than one answer.

1. One of the advantages is its price.
It is the price of the software.
The software is for computers.

2. Professors should remember something about students.

Students are enrolled in many classes.

The classes are different.

3. Some children tend to be more organized.

These children have strict parents.

Other children are less organized.

ACTIVITY 15 | Writing sentences

Read the pairs of words. Write an original sentence using the words listed.

1. (pollution/if) If people do not change their consumption habits, pollution will eventually
destroy the entire planet.

2. (if/uniforms) _____
-

3. (university/requirements) _____
-

4. (cell phones/rules) _____
-

5. (should/law) _____
-

6. (ought to/independent) _____
-

7. (must/ideas) _____
-

8. (parents/children) _____
-

ACTIVITY 16 | Describing a scene

On a separate piece of paper, write three to five sentences about the photo.



Subway workers help close the doors in Tokyo, Japan.

WRITING

ACTIVITY 17 | Planning an essay

Follow the steps below to develop ideas for an argument essay.

1. First, choose a thesis statement from the statements that you wrote in Activity 4, or choose any other topic and thesis statement that you want to write about. Remember that the topic must have more than one point of view to qualify as an argument.

Essay topic: _____

Thesis statement: _____

2. Now brainstorm ideas about your topic. Write everything you can think of that supports your argument. You may want to begin by answering this question about your thesis statement: *Why do I believe this?*
3. Look at your brainstorming information again. Choose three or four reasons that support your thesis most effectively and circle them. You now know what your major supporting information will be.

4. Write one counterargument and a refutation for your argument essay.

Counterargument: _____

Refutation: _____

5. Remember to include a restatement of your thesis and your opinion about the issue in your conclusion.

If you need ideas for phrasing, see *Useful Words and Phrases* in the *Writer's Handbook*.

ACTIVITY 18 | Planning with an outline

Complete the outline as a guide to help you brainstorm a more detailed plan for your argument essay. Use your ideas from Activity 17. You may need to use either more or fewer points under each heading. Write complete sentences where possible.

Topic: _____

1. Introduction (Paragraph 1)

A. Hook: _____

B. Connecting information: _____

C. Thesis statement: _____

2. Body

A. Paragraph 2 (first reason) topic sentence: _____

1. _____

2. _____

3. _____

SUPPORT

B. Paragraph 3 (second reason) topic sentence: _____

SUPPORT 1. _____

2. _____

3. _____

C. Paragraph 4 (third reason) topic sentence: _____

SUPPORT 1. _____

2. _____

3. _____

D. Paragraph 5 (counterargument and refutation)

1. Counterargument: _____

2. Refutation: _____

E. Conclusion (Paragraph 6)

1. Restated thesis: _____

2. Opinion: _____

ACTIVITY 19 | Peer editing your outline

Exchange books with a partner. Read your partner's outline in Activity 18. Then use the Peer Editing Form for Outlines in the *Writer's Handbook* to help you comment on your partner's work. Be sure to offer positive suggestions to help your partner improve his or her writing. Consider your partner's comments as you revise your outline. Make sure you have enough information to develop your supporting sentences.

ACTIVITY 20 | Writing an argument essay

Write an essay based on your revised outline from Activity 19. Use at least two of the vocabulary words or phrases presented in the unit. Underline these words and phrases in your essay.

ACTIVITY 21 | Editing your essay

Exchange papers from Activity 20 with a partner. Read your partner's essay. Then use Peer Editing Form 4 in the *Writer's Handbook* to help you comment on your partner's writing. Consider your partner's comments as you revise your essay.

Additional Topics for Writing

Here are five ideas for an argument essay. Follow your teacher's instructions and choose one or more topics to write about.

- TOPIC 1:** Look at the photo on the opening pages of this unit. Reread your freewrite. Is the growth of industry more important than nature conservation? Make a decision about this issue, and write an argument essay about industry versus nature.
- TOPIC 2:** Should couples be required to take parenting classes before they decide to have a baby? Argue for or against this idea.
- TOPIC 3:** Should a child be allowed to have full access to technology before the age of five? Develop a thesis statement about some aspect of an age limit for technology use and support it in your argument essay.
- TOPIC 4:** Should high school students be required to pass one year of a foreign language course? Why or why not? Choose one side and write your essay in support of it.
- TOPIC 5:** The media often place heavy emphasis on the opinions and actions of celebrities, such as actors and sports stars. Should we pay attention to these opinions and actions? Choose one side of this argument and write your essay in support of it.

TEST PREP

You should spend about 40 minutes on this task. Write about the following topic:

What should happen to students who are caught cheating on an exam? Why?

Be sure to include a short introduction (with a thesis statement), logical support, a counterargument, and a refutation. Give reasons for your answer and include any relevant examples from your knowledge or experience. Write at least 250 words.

TIP

Avoid information that is too general in your timed writing. Statements such as "Cheating is bad." do not give the reader anything new to think about. You want to show that you have thought about the subject and provide interesting and specific information.